



Measuring the TA Concept of Autonomy and its Correlation with Employee Self-Performance Evaluation Scores Compared to their Manager's Evaluation

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Abstract

Description is given of a study that set out to measure the effect of the transactional analysis concept of autonomy and how it related to the consistency between the self-performance evaluation scores of employees and their manager's performance scores. A questionnaire was used that had previously been developed and researched with people studying to become transactional analysis practitioners. In addition to finding that there did appear to be a correlation between high scores on the questionnaire and agreement by the employee with their manager's evaluation, it was realised that there were shortcomings with the questionnaire and these raised questions about the concept of autonomy as it is typically described within transactional analysis. A revised questionnaire is included containing only 11 from the original 19 questions, and it is shown how the original four and then two components may be two different factors.

Key Words

Transactional Analysis, Autonomy Questionnaire, Autonomy, Self Awareness, Contact With Others, Spontaneity, Intimacy, Responsibility, Performance Evaluation

Introduction

This study was conducted within a group of companies where performance evaluation was regarded as having special importance and effect in human resources processes such as professional and personal development plan, rewarding, remuneration and career paths of individuals in business life. Employees, who have roles in manufacturing, sales, finance, and research and development, evaluate their own performance within the framework of the system in operation, and can view the evaluations of them by stakeholders such as their managers, colleagues, customers, and

project contacts. In order for the performance evaluation outputs to be used correctly in other human resources processes, it is necessary that those involved analyse the current situation effectively and consistently. Hence, to ensure this it was decided that it would be appropriate to examine the autonomy of stakeholders, using autonomy in the sense that it is customarily regarded with transactional analysis.

Therefore it was agreed that the study would be to investigate the autonomy levels of the employees within the scope of the performance evaluation system in which the employees evaluate themselves and were evaluated by their managers. An analysis was carried out on how the autonomy levels of the employees affect the consistency between performance evaluation scores by them and by their managers.

However, what transpired was that the method of measurement used was inadequate, even though it had previously been applied by transactional analysis researchers, albeit only with respondents who were already engaged with learning TA as practitioners. This raised questions about the nature of autonomy as a TA theoretical concept.

Performance Evaluation

Performance evaluation can be described as recording specific workflows from a specific time period. The value of the performance is identified with six elements: quality, quantity, timeliness, cost advantage, the level of control, and the effects on interpersonal relations (Bernardin, 2003:). Effective business performance is related to the specific business results required within the framework of the principles, procedures, and business environment conditions. It can be evaluated whether the goals are achieved or whether the procedures are followed (Boyatzis, 1982: 11, 12). Performance evaluation is

expressed as a regular and systematic definition of the weaknesses and strengths of a working group or employees individually in the field of their work (Cascio, 1992).

Ideally, performance evaluation systems have two components. The first one is to evaluate the work outcomes of the employees in the recent past. The second is to assess the recent development in the right way and to determine the competencies expected from the individual for the future period in order to determine the correct development needs for the future (Boyatzis, 1982). Self-evaluation is one of the types of performance evaluation that refers to the importance of knowing how to reach personal goals (Ciftci, 2007). The purpose of the self-evaluation is to ensure that people have their own opinions on their own achievements and review themselves (Fındıkcı, 1999). The data obtained from self-evaluation provides an excellent resource for preparing recommendations and development programs (Palmer, 1993). Performance evaluation is an effective way for employees to manage their own performance, and also to have a more inclusive workplace as it allows sharing of opinions (Anthony, Kacmar and Perrewe, 2002; Walker, 1992; Fındıkcı, 1999).

It is possible to intervene in issues related to the improvement of performance by using transactional analysis in both organisational and individual aspects (Moreau, 2005). In this direction, the study hypothesised that as the autonomy level of employees increases, employee's self assessments and manager's performance evaluations are more likely to be aligned.

Transactional Analysis and Autonomy

Transactional analysis (TA) is a personality theory introduced by Eric Berne (Berne, 1964) based on human nature and behaviour (Kandathil and Kandathil, 1997). TA is a theory of human character and a system for the enhanced human relations positively (Hay, 1999; Taş and Dağtaş, 2016). TA is based on positive assumptions that all people are valuable, important, and respected, everyone can think and everyone can decide to change if they wish (Napper, 2009; Stewart and Joines, 2018). TA is a combination of broad theories and techniques that support individuals to realise their potential. TA is applied in many different fields - psychotherapy, organisational, educational and counselling, and in many different groups (from therapy groups to manufacturing and service businesses, governments, schools, etc.) (Hay, 2009). There are some studies in the field of organisational TA (Nykodym, Freedman, Simonetti, Nielsen and

Battles, 1995; Krausz, 1996; Hay, 1997; Pavlovska, 2013).

The applications of organisational TA examine the relationship between the needs and behaviour of people and the way employees solve their problems. By observing and analysing non-functional beliefs and behaviour patterns a healthy organisational culture can be created (Hay, 1999). The success of TA applications, which support this goal of creating a healthy organizational culture, relies on effective observation. It is important to examine and observe hierarchical links in the organisation. Indeed, TA not only shows who is responsible for organisational problems, but also offers ways to find and replace dysfunctional jobs and connections (van Beekum, 2011).

The main purpose of TA practice is for people to increase their autonomy (Stewart and Joines, 2018), which is one of the key concepts of TA. Autonomy can include people's experiences of communication, both with themselves and with others (van Beekum and Krijgsman, 2000). Within the scope of TA, autonomy can be defined as the realisation of the potential of the Adult ego state (Stewart and Joines, 2018; Akkoyun, 2007). It is a situation in which the individual perceives the facts as they are and evaluates the various options properly (Akkoyun, 2007).

Considering autonomy as an ultimate goal could move us away from our internal resources. Messages like "earn more" or "work hard" take us away from using our potential, so it is better to think of autonomy as a process instead of a result. Verney (2009) disagrees with considering autonomy as a destination, and also mentions that individualisation begins with a step towards adulthood and maturation and autonomy. In this context, if our true self's original impulse towards life is blocked, including by both the reality created by hereditary potential and the set of possibilities shaped by our actions or expressions, then each of us will live like a dead person and realise very little of our potential (Cornell and Landaiche, 2008).

Autonomy as described by Berne (1964) has three dimensions: awareness, spontaneity, intimacy. A fourth has been added: responsibility (van Beekum and Krijgsman, 2000; Mellor, 2008): **Awareness** is a state of being ready to perceive the sensations and emotions that occur as much as possible, here and now (van Beekum and Krijgsman, 2000). In the organisational context, awareness develops as employees are involved in decision-making processes, express their feelings and thoughts, and feel respected (Hay, 2009). **Spontaneity** is the freedom for individuals to choose and express what

they want including the feelings they feel (Berne, 1964). **Intimacy** can be expressed as the ability to instantly perceive individuals and to live openheartedly in the current time and environment. This situation can be achieved by avoiding psychological games and exhibiting openheartedness (Berne, 1964). **Responsibility** refers to the idea that actions are always influenced by a broader context in which individuals should take a responsible attitude (van Beekum and Krijgsman, 2000). It also means that we are in harmony with a natural ethic that seems to exist in all of our existence under the title of integrity (Mellor, 2008).

Objectives/Hypotheses

This study was set up to investigate the question of whether the autonomy levels of the employees affect the performance evaluation consistency i.e. between self-performance evaluation and the performance evaluation by the manager of the employee. For this purpose, some hypotheses were developed:

H1: main hypothesis: the higher the autonomy levels of the employee, the higher the performance evaluation consistency.

H1a: sub-hypothesis: the higher the level of awareness and intimacy, the higher the performance evaluation consistency.

H1b: sub-hypothesis: the higher the level of spontaneity, the higher the performance evaluation consistency.

However, the nature of autonomy and the components of it were questioned when the results were analysed.

Methods

Convenience sampling method was used. The contents of the questionnaire based on the autonomy scale was used; this had been used in the psychotherapy field in past studies (Van Beekum and Krijgsman, 2000; van Rijn, Wild, Fowlie, Sills and van Beekum, 2011). This questionnaire was designed by van Beekum and Krijgsman (2000). It included 24 items and four dimensions: intimacy, awareness, spontaneity, and responsibility although they then refined these after their studies into two dimensions: *contact with self* and *contact with others*, and reduced it to the 19 item version that we used. They stated that Cronbach's Alpha reliability coefficient of this scale was 0,76 for the dimension of connecting with self and 0,67 for the dimension of connecting with others. The scale was subsequently used by van Rijn et al (2011) and results were obtained to support the two-dimensional and 19 items structure, although the later study named the factors as self awareness (10 statements) and contact with others

(9 statements). Both of these dimensions against items are shown in Table 1, to which we have added our own results.

Although the purpose of the pilot study was only to test the factor structure of the Turkish version of autonomy scale, it was seen after analysis that the factor structure of the scale was not the same as the two or four factors structure identified previously. It was decided, therefore, to adhere to the original structure with 19 items for the main study.

It was translated into Turkish; three academics with backgrounds in TA and organisational behaviour gave expert opinions and these were compared by the authors. The Turkish version (Appendix A) was then tested in the pilot study on employees of different companies operating in the Aegean region of Turkey.

The main study was carried out later to investigate the effect of autonomy on performance consistency between self-assessment and manager assessment on a group of companies operating in the durable consumer goods sector. In the main study, employees in all companies are evaluated within the framework of the same rules over a single performance system.

The survey in the main study was sent to the employees via e-mail. Data were collected from employees with a questionnaire that included autonomy scale items, employee self-evaluation score, and manager evaluation score that they had in the last period.

In the pilot study, the link was delivered to the employees via the mobile application through the personal network. It was forwarded to 980 employees working in different companies operating in different sectors. We got responses from 289 people, and response rate was 29% for the pilot study. In the pilot study, only the autonomy questionnaire was used, without asking for any performance score. This may be why the response rate was higher than it was for the main study. For the main study, the questionnaire was forwarded to 600 employees working in a single group of companies. We got responses from 104 people, so the response rate was 17% for the main study.

Also used for the main study were the performance evaluation scores given by each employee to themselves, and the corresponding evaluation from their manager. The performance evaluation process of the group of companies was based on competencies measured across a 1-5 score and average scores were then expressed as a percentage..

Ethical Considerations

Approval was obtained for the group of companies for the implementation of the study, on the basis that company information would not be shared for publication. The management also accepted that employees would be free to decide whether they wished to participate or not. Confidentiality and anonymity were assured for both participants and their managers and organisations; publication would only be within scientific publications.

Participants were informed about the purpose of the study with an introduction letter before participating in the study with the questionnaire form. Their names were not included in the questionnaire. They were advised there were no right or wrong answers. It was emphasised that the participants could withdraw from the study at any stage, and that whatever they decided would have no impact in relation to their employment.

Results

Demographic details of respondents showed 57% were female and 43% were male. 61% were between the ages of 20-30 (61%) and 39% were 30-51 years old.

A summary of results is included in Table 1, which also show the results of the previous studies.

According to the reliability analysis of the autonomy scale, Cronbach's Alpha coefficient was calculated as 0.834. A factor analysis was performed by Principal Component Analysis (KMO and Barlett's Test = 0.785; sig: 0.000, Approx. Chi-Square: 835,181), and determined that the items were distributed to 2 factors. The Factor Plot Scree is shown as Figure 1.

While the original version of the scale included 19 items, 8 items such as keeping an open mind/making quick judgements, challenging authority/complying, having one's own thoughts /taking ideas from others were removed due to the distribution of factor loads. Finally 11 item were left in the scale and the first dimension of the scale was named as Awareness & Intimacy and the second dimension was named Spontaneity, in line with original labels used by van Beekum and Krijgsman. Factor loads are given in Table 2.

As a result of the reliability analysis of the dimensions, Cronbach's Alpha coefficient values are 0,815 and 0,511 respectively. The correlation between the two dimensions was found to be 0,220. This is satisfactory in terms of correlation but means that the Alpha value is below the usually expected 0.65 for Spontaneity.

When the performance evaluation results were examined, it was seen that 18 (17%) of employees

gave themselves 90 points, whereas 11 (11%) of managers gave the same score and another 12 (12%) gave a score of 85. Managers gave one person 100% whereas 6 of the employees rated themselves at that level. The range of scores are shown in Table 3. The spread across scores can be seen as realistic in terms of variations in performance, or as an indication that the method of evaluation is not working well, especially when we take into account that no-one scores below 65%.

It was examined whether the means of employee evaluation score, manager evaluation score and difference between the manager evaluation score, and employee self-evaluation score, differed from the estimated average with One Sample T-Test. According to the results, the mean of the manager evaluation score of the sample ($X = 86,661$; $s = 6,578$) was found to be significantly higher than the estimated average at the level of 0.001 ($p < 0.001$). When the mean score of employee self-evaluation ($X = 86,661$; $s = 6,578$), it was found that this value was significantly higher than the estimated average at the level of 0,001 ($p < 0,001$). Similarly, it was found that the mean difference between employee self-evaluation and manager evaluation scores ($X = 1,699$; $s = 6,696$) was significantly higher than the estimated average at the level of 0.001 ($p < 0.001$).

In the analysis it was firstly determined whether there was any consistency or not between the performance scores given by the managers to the employees and the self-evaluation scores of the employees. The autonomy scores of employees with uniformity were compared with those of employees with differences. Binary logistic regression was used to test the hypothesis. In this context, the dependent variable is based on: The same score of employee self-evaluation and their manager evaluation: 1; The different score of employee self-evaluation and their manager evaluation: 0. The two dimensions (awareness & intimacy, spontaneity) that we had from the factor analysis of the autonomy scale were considered as independent variables.

The results of the binary logistic regression analysis are given in Table 4. When the importance levels of the autonomy variable on the same evaluation of the employee self-evaluation and manager evaluation are examined, it can be said that the size of *Connect with others* is significant at 0.066. The beta value shows the coefficients of variables in the model. Exp (B) value refers to the change in the independent variable's one-fold increase on the dependent variable. In this respect, a one-fold increase in the level of contact with others increases the ratio of the probability of the performance evaluation consistency as 1,956 times. The confidence interval of this probability is between 0.957 and 3.999.

Items	van Beekum & Krijgsman, 2000		van Rijn et al, 2011	Kılıç & Sürgevil (This paper)
	At the beginning of the study	At the end of the study		
1	Awareness	Contact with self Contact with others <i>Not allocated to item numbers</i>	Self Awareness	Awareness & Intimacy
2	Awareness		Self Awareness	Awareness & Intimacy
3	Awareness		Self Awareness	Awareness & Intimacy
4	Awareness		Self Awareness	-
5	Spontaneity		Contact with others	Spontaneity
6	Spontaneity		Contact with others	Spontaneity
7	Spontaneity		Contact with others	Spontaneity
8	Spontaneity		Contact with others	Spontaneity
9	Spontaneity		Self Awareness	-
10	Intimacy		Contact with others	Awareness & Intimacy
11	Intimacy		Contact with others	Awareness & Intimacy
12	Intimacy		Contact with others	Awareness & Intimacy
13	Intimacy		Contact with others	Awareness & Intimacy
14	Responsibility		Contact with others	-
15	Responsibility		Self Awareness	-
16	Responsibility		Self Awareness	-
17	Responsibility		Self Awareness	-
18	Responsibility		Contact with others	-
19	Responsibility		Self Awareness	-

Table 1: Dimensions of Autonomy Scale (Van Beekum & Krijgsman, 2000, Van Rijn Et Al, 2011, Kılıç & Sürgevil)

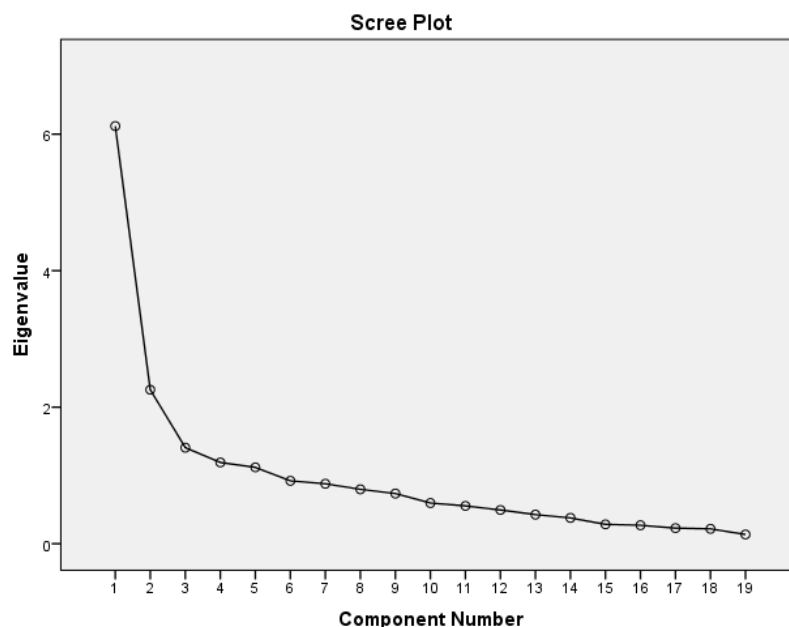


Figure 1: Factor Scree Plot

Van Beekum & Krijgsman (2000)	van Rijn, Wild, Fowlie, Sils & van Beekum (2010)	Kılıç & Sürgevil 2022 (this paper)	Items	Factor Loads Kılıç & Sürgevil, 2022 (this paper)	
				Awareness & Intimacy	Spontaneity
Awareness	Self Awareness	Awareness & Intimacy	1	0.627	
Awareness	Self Awareness	Awareness & Intimacy	2	0.666	
Awareness	Self Awareness	Awareness & Intimacy	3	0.443	
Spontaneity	Contact with others	Spontaneity	5		0.550
Spontaneity	Contact with others	Spontaneity	6		0.613
Spontaneity	Contact with others	Spontaneity	7		0.475
Spontaneity	Contact with others	Spontaneity	8		0.728
Intimacy	Contact with others	Awareness & Intimacy	10	0.755	
Intimacy	Contact with others	Awareness & Intimacy	11	0.792	
Intimacy	Contact with others	Awareness & Intimacy	12	0.820	
Intimacy	Contact with others	Awareness & Intimacy	13	0.703	

Table 2: Factor Loads of Scale Dimension

Manager Scores	n	%	Employees' Scores	n	%
65,00	1	1%	65,00	1	1%
70,00	2	2%	70,00	1	1%
72,00	1	1%	74,00	1	1%
73,00	2	2%	75,00	2	2%
77,00	1	1%	76,00	2	2%
77,50	1	1%	78,00	1	1%
78,00	2	2%	79,00	2	2%
80,00	7	7%	80,00	5	5%
81,00	2	2%	81,00	1	1%
82,00	2	2%	82,00	4	4%
82,25	1	1%	82,50	4	4%
82,50	2	2%	83,00	1	1%
83,00	1	1%	84,00	3	3%
83,75	2	2%	85,00	9	9%
84,00	4	4%	85,50	1	1%
84,25	1	1%	87,00	2	2%
85,00	12	12%	87,50	3	3%
86,00	9	9%	88,00	2	2%
86,25	2	2%	89,00	3	3%
87,00	3	3%	90,00	18	17%
87,50	4	4%	91,00	3	3%
88,00	2	2%	91,25	1	1%
88,75	1	1%	92,00	5	5%
90,00	11	11%	92,50	2	2%
91,00	2	2%	93,00	3	3%
91,25	2	2%	95,00	8	8%
92,00	2	2%	96,00	3	3%
92,50	2	2%	96,25	2	2%
93,00	2	2%	97,00	1	1%
94,00	3	3%	98,00	3	3%
95,00	6	6%	98,75	1	1%
96,00	3	3%	100,00	6	6%
96,25	3	3%			
96,75	1	1%			
98,00	1	1%			
100,00	1	1%			

Table 3: Performance Scores Distribution

Subscales	Beta	Std Deviation	Wald	p	Exp(B)	EXP(B) %95 Confidential Interval	
						Lower Limit	Upper Limit
Awareness and Intimacy	0,671	0,365	3,379	0,066	1,956	0,957	3,999
Spontaneity	-0,239	0,399	0,358	0,550	0,788	0,360	1,721
Constant	-2,726	1,253	4,729	0,030	0,065		

Table 4: Results of Binary Logistic Regression Analysis

Discussion

Autonomy is an ambiguous concept. People might choose to follow someone they think has the same answers as they do, especially when questioning who they are and about life. With the experiences they have gained over time, their need for these people decreases and they can develop a mature perception in their processes such as making choices and judging (Denton, 1982). In this context, considering that individuals with high levels of autonomy have gone beyond this period, it can be interpreted that awareness and intimacy is important for employees in order to make more informed and effective evaluations rather than automatic and unconscious evaluations.

If we accept our own values as a starting point in the context of the autonomy concept, self-enlargement enables us to deeply examine and question our past which makes us unique, and to understand our past and present values which are in the form of self-

connection relations. In this process, we also need to balance our relationships with others (Freeman & Auster, 2011). Applying this point of view to this study, it is possible to think that employees who have awareness and intimacy are more open to consider their manager's thoughts about themselves in the performance evaluation process.

Limitations

Although it is not a limitation with the process of the study itself, the outcome of a questionnaire with only 11 items lacks apparent credibility. We have also shown that the TA concept of autonomy is subject to various different interpretations.

Although the pilot study did not confirm the factors, it did highlight that we need to look more closely at the TA concept of autonomy. It may well be that those studying TA (as with the previous studies) have different perspectives about the meanings of the various items in the questionnaire than a member of the public will have.

Translation processes are inevitably suspect. In this case the possible changes due to language may have been exacerbated by the nature and connotations of the TA terms, and the fact that the previous studies were with respondents who 'knew' TA. The items have been translated back into English and it can be seen that some of them are different to the original (van Rijn et al, 2011), which is repeated in Appendix 1.

The research was conducted with the employees of a group of companies. Although assurances about anonymity and confidentiality had been given, employees may have avoided giving real answers to questions or provided socially desirable answers.

Had the 19 item questionnaire had been found to be reliable, a limitation would have been that the scope was limited to employee responses. It was not possible to have managers complete any questionnaires about their employees. This means that the analysis of autonomy is only about how the individual perceived themselves - there is no behavioural evaluation of how they might have demonstrated that autonomy.

Conclusion

We still believe that TA offers a great framework, a strong tool and a method that respects the system, and can be applied for performance improvement of companies and the individuals within them (Moreau, 2005). In light of our results, we need a better tool for applying the TA concept of autonomy within HR to create more effective performance evaluation systems in organisations. We hope that this account of our experiences will prompt others to continue the

research process because a more grounded definition of autonomy has great potential. We need to develop practices for measuring, monitoring and increasing the autonomy levels of employees and managers.

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Appendix A: Autonomy Questionnaire Items

1	İçsel diyaloglarının farkında olmak	1	2	3	4	5	6	İçsel diyaloglarının farkında olmamak
2	Sezgilere açık olmak	1	2	3	4	5	6	Sabit fikirli olmak
3	Düzen sevmek	1	2	3	4	5	6	Düzensizlik sevmek
4	Karmaşa ile başa çıkmak	1	2	3	4	5	6	Sadelige ihtiyaç duymak
5	Duygularımı ifade etmek	1	2	3	4	5	6	Duygularımı saklamak
6	Düşüncelerimi ifade etmek	1	2	3	4	5	6	Düşüncelerimi kendime saklamak
7	İlişkilerde bağımsız olmak	1	2	3	4	5	6	İlişkilerde yakın bağlar kurmak
8	Başkaldırmak	1	2	3	4	5	6	Uyum sağlamak
9	Açık fikirli olmak	1	2	3	4	5	6	Önyargılı olmak
10	Başkalarına saygılı olmak	1	2	3	4	5	6	Başkalarını eleştirmek
11	Hoşgörülü olmak	1	2	3	4	5	6	Katı olmak
12	Kadirşinas olmak / Değer bilmek	1	2	3	4	5	6	Kibirli olmak
13	İlişki kurmak	1	2	3	4	5	6	Geri çekilmek
14	Otorite ile mücadele etmek	1	2	3	4	5	6	Otoriteye boyun eğmek
15	Kendime ait düşüncelerim olması	1	2	3	4	5	6	Başkalarının fikrine ihtiyaç duymak
16	Yeni şeylerin olmasına izin vermek	1	2	3	4	5	6	Mevcut durumu sürdürmek
17	Aktif olmak	1	2	3	4	5	6	Pasif olmak
18	Kendi ihtiyaçlarıma öncelik vermek	1	2	3	4	5	6	Başkalarının ihtiyaçlarına öncelik vermek
19	Olayları akışına bırakmak	1	2	3	4	5	6	Olayları kontrol etmek

Turkish Translation Version of the Autonomy Scale

1	Be aware of my inner dialogues	1	2	3	4	5	6	Be unaware of my inner dialogue
2	Be open to intuition	1	2	3	4	5	6	Being inflexible
3	Like structure	1	2	3	4	5	6	Dislike structure
4	Dealing with complexity	1	2	3	4	5	6	Need for simplicity
5	Expressing my feelings	1	2	3	4	5	6	Withholding my feelings
6	Expressing my thoughts	1	2	3	4	5	6	Keeping thoughts to myself
7	Be independent in relations	1	2	3	4	5	6	Creating close bonds in relations
8	To be rebellious	1	2	3	4	5	6	To be adaptive
9	Be open minded	1	2	3	4	5	6	To be biased
10	Be respectful of others	1	2	3	4	5	6	Criticize others
11	Be tolerant	1	2	3	4	5	6	Be intolerant
12	To be appreciated	1	2	3	4	5	6	To be arrogant
13	Making contact	1	2	3	4	5	6	Withdrawing
14	Challenging authority	1	2	3	4	5	6	Complying to authority
15	Having my own ideas	1	2	3	4	5	6	Taking ideas from others
16	Letting new things happen	1	2	3	4	5	6	Maintaining stability
17	Be active	1	2	3	4	5	6	Be inactive
18	Standing up for my own needs	1	2	3	4	5	6	Prioritising the needs of others
19	Letting go	1	2	3	4	5	6	Holding on

English Translation of the Turkish Version

A	1	Awareness of my internal dialogue	1	2	3	4	5	6	Lack of awareness of my internal dialogue
A	2	Intuitive	1	2	3	4	5	6	Rigid
A	3	Creating structure	1	2	3	4	5	6	Creating disorder
A	4	Dealing with complexity	1	2	3	4	5	6	Need for simplicity
B	5	Expressing feelings	1	2	3	4	5	6	Withholding feelings
B	6	Expressing thinking	1	2	3	4	5	6	Keeping thoughts to myself
B	7	Creating independence	1	2	3	4	5	6	Creating close bonds
B	8	Creative rebellion	1	2	3	4	5	6	Adapting to authority
A	9	Keeping an open mind	1	2	3	4	5	6	Making quick judgements
B	10	Respectful	1	2	3	4	5	6	Critical of others
B	11	Permissive	1	2	3	4	5	6	Firm
B	12	Appreciative	1	2	3	4	5	6	Dismissive
B	13	Making contact	1	2	3	4	5	6	Withdrawing
B	14	Challenging authority	1	2	3	4	5	6	Complying
A	15	Having one's own thoughts	1	2	3	4	5	6	Taking ideas from others
A	16	Letting things happen	1	2	3	4	5	6	Maintaining Stability
A	17	Active	1	2	3	4	5	6	Inactive
A	18	Standing up for one's own needs	1	2	3	4	5	6	Prioritising the needs of others
A	19	Letting go	1	2	3	4	5	6	Holding on

Van Rijn et al, 2011, p.24 version